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REVIEWS.

Erkenntnislehre im mathematischen Unterricht der Oberklassen. By Dr. W. Lietzmann. Philosophischepädagogische Bibliothek, Band 9, Charlottenburg, 1921. Pp. 68. Price, 12 Marks.

Among those of early middle age who have ranked as the leaders in the teaching of mathematics in Germany in the past fifteen years, no one is better known at home or abroad than Dr. Lietzmann. A disciple of Klein, a successful teacher of mathematics in the secondary schools, an able assistant in the work of the International Commission on the Teaching of Mathematics—he has steadily advanced until he is now director of the Oberrealschule in Göttingen and one of the editors-in-chief of the well-known *Hoffmann's Zeitschrift*, a journal that ranks as one of the best of the world's publications for teachers of secondary mathematics. When such a man writes an article for teachers, they may be well assured that it is worth the reading.

The work sets forth the problem, by no means new, as to the relation of philosophy to education, and particularly to the study of mathematics. What has our science in common with other logical, psychological, and philosophical studies? Indeed, what are the relations of this, a subject of the highest mental type, to other subjects in relatively the same stratum of knowledge? This is quite a different problem from the one that is usually propounded in schools of education, namely, What use will the mass of humanity consciously make of algebra or geometry?

Dr. Lietzmann approaches his problem by the consideration of familiar illustrations taken from the field of elementary mathematics. What, for example, are the basal thought-processes involved in the proof of the Pythagorean Theorem or of a related proposition in solid geometry? What are the logical processes involved in the various proofs of the theorem relating to the sum of the angles of a triangle? What is the psychological basis upon which mathematical induction rests? And what is the foundation upon which we should build our consideration of the negative number? Such are some of the questions that are raised, inferentially or directly, in the early pages of the work.

The work consists of five chapters, as follows: (1) The proving of propositions and the defining of concepts, in the light of logic; (2) Fundamental propositions and concepts of rational geometry; (3) The number concept; (4) The space of sense perception; (5) The theory of knowledge in education.

Teachers who care to exercise their German in considering the philosophy involved in the presentation of secondary mathematics will find this pamphlet interesting reading. Unfortunately the effects of the war are still manifest in the quality of paper and, to some extent, in the illustrations and the typography.

David Eugene Smith.